Hints from the Monitors on Secondary Transition

In 2006-2007 more than two-thirds of the high school districts monitored were found to be non-compliant with the IDEA regulations on secondary transition. The following is a description of noncompliant or inadequate practices that lead to noncompliance, and best practices.

Secondary Transition Area:
STUDENT'S DESIRED POST-SCHOOL ACTIVITIES:
(In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community, participation)

_____

_____

Compliance Monitoring Standard:
The student's desired post-school activities were considered.

"Yes"	"Student's Desired Post-School Activities" are listed.
"No"	"Student's Desired Post-School Activities" are not listed. (left blank)

Noncompliant Practice:
Non-specific statements, such as: "Jackson doesn't know what he wants to do after high school." Even if this statement is true and the outcome obtained from an assessment, it does not constitute a list of activities, does not refer to life after graduation, or indicate what the student wants or desires.

Best Practice:
1. Write a *list of activities* that the student said he/she was interested in after graduation.
2. Describe how you obtained the information (interview, informal chat, assessment survey, etc.) "When interviewed, Jackson said he doesn't know what he wants to do after high school. He said he never thought about it. After more discussion, he mentioned a few things he might like to do. He wants to be a professional football player or a rap star.

   Remember, this may sound unrealistic, however, even unrealistic desires can be used to identify skills to be learned. Football players have to show up for practice (work) on time and be well-dressed and groomed for road trips. Rap stars have to have good money skills.

Secondary Transition Area:
RESULTS OF AGE-APPROPRIATE TRANSITION ASSESSMENTS:
(☐ Results Attached)

EDUCATION:_____

EMPLOYMENT: _____

TRAINING: _____

INDEPENDENT LIVING SKILLS (if appropriate): _____

_____

Compliance Monitoring Standard:
Age appropriate transition assessment was conducted for training, education, employment, and, if appropriate, independent living skills.

☐ **Assessment <u>was</u> conducted but did not include training, education, employment, or independent living skills.**

"Yes"	Transition assessment results are described or attached.
"No"	Assessment was not conducted in one or more areas.

Noncompliant Practices:
1. "Results Attached" is checked, but no results are attached.
2. "Results Attached" is checked, but the attachment does not have <u>results</u> or include results for <u>each</u> area of Training, Education, Employment, and if appropriate, Independent Living Skills.
3. Inappropriate assessments were used or appropriate assessments were used inappropriately, such as using an assessment created for a parent and have the student complete it instead.
4. Results are not the actually results, or are vague recommendations, expectations, or anticipated outcomes.
   Some non-compliant examples are:
   Education: Continue with high school classes. // Graduate. // Pass classes.
   Employment: Needs a job. // Has a job.
   Training: Needs some later. // Doesn't know.
5. Only one area is assessed and the others are left blank.

Best Practice:
1. Identify the assessment or assessment method.
2. Describe both the results (outcomes) of each assessment and the procedure used.
3. Stick to the assessment and its outcomes. Don't interpret or speculate about "what the student needs to do." Just write what he/she said/did/wrote.

Secondary Transition Area:

MEASURABLE POSTSECONDARY GOALS
Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills. Clearly specify the desired level of achievement. **Measurable Postsecondary Goal(s) – Education or Training:**
Measurable Postsecondary Goal(s) – Employment:
Measurable Postsecondary Goal(s) – Independent Living Skills (if appropriate):

Compliance Monitoring Standard:
Measurable post-secondary goals related to education or training, employment and, if appropriate, independent living skills.
NOTE: More than one required area may be included in a single goal.

"Yes"	A measurable postsecondary goal was written for each area: education or training, employment, and if appropriate, independent living skills.
"No"	Not all required areas were included in a measurable postsecondary goal(s). Circle the missing topic area.

Noncompliant Practices:
1. Failed to write Measurable Post Secondary Goals for "Education or Training" and/or "Employment". Both areas must be addressed.
2. Failed to specify a level of achievement by writing something vague such as, "post-school training."
3. Wrote goals that are not post-secondary, "June will graduate from high school." or "Nica currently has a part-time job."

Best Practice:
Remember that post secondary goals cannot be met until some time after graduation.

Secondary Transition Area:

Courses of study needed to assist the student in reaching her or his goal(s):

Courses of study needed to assist the student in reaching her or his goal(s):

Anticipated Graduation Date: _____   **Credits earned to date:** _____

Total number of credits required for graduation: _____

School Year   Credit

_____ / _____   _____/_____

_____ / _____   _____/_____

_____ / _____   _____/_____

_____ / _____   _____/_____

_____ / _____   _____/_____

                          TOTAL _____/_____

Compliance Monitoring Standard:

"Yes"	The IEP includes the Courses of Study for at least the duration of the IEP.
"No"	The IEP <u>does not</u> include the Courses of Study for at least the duration of the IEP.

Noncompliant Practices:
1. This section is left blank.
2. This section does not extend for at least the duration of the IEP.
3. This section is not updating annually.

Best Practices:
1. Course of Study is completed for the duration of the IEP.
2. Course of Study matches student's transition and graduation needs.
3. List only classes the student is currently enrolled in.

Secondary Transition Area:

TRANSITION SERVICE AREA	TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (include timeline for achievement)	PERSON OR AGENCY RESPONSIBLE	ANNUAL GOAL # (If necessary)
INSTRUCTION	☐ Discussed and not needed		
EMPLOYMENT	☐ Discussed and not needed		
COMMUNITY EXPERIENCES	☐ Discussed and not needed		
POST-SCHOOL ADULT LIVING	☐ Discussed and not needed		
RELATED SERVICES	☐ Discussed and not needed		
DAILY LIVING SKILLS (IF APPROPRIATE)	☐ Discussed and not needed		
FUNCTIONAL VOCATIONAL ASSESSMENT	☐ Discussed and not needed		

Compliance Monitoring Standard:

Needed transition services:

"Yes"	Every service area was considered because specific services are documented or the box, "Discussed and not needed" is checked.
"No"	One or more service areas were not considered.

Noncompliant Practices:
1. Leave a box in the second column blank without checking, "Discussed and not needed."
2. Writing the same thing for every student, paying no attention to assessment results, the nature of the student's disability or their desired post-school goals.
3. Writing a need that isn't a transition service: "Instruction: Pass all classes."

Best Practice:
Individualize transition services based on the student's needs and interests, transition assessments, and connected to measurable post-secondary goals.

The FINAL Compliance Monitoring Standard

The student's measurable annual goals and transition services will reasonably enable the student to meet the identified post-secondary goals.

"Yes"	The IEP has Measurable Annual Goal(s) and Transition Services which are steps to the MPSGs.
"No"	The Measurable Annual Goal(s) and Transition Services ARE NOT steps to the MPSGs.

If any of the above items were checked, "No" this item is also checked, "No." Also, this item is checked "No" if the measurable annual goal(s) did not meet the Compliance Monitoring Standard.

Measurable annual goals (MAG)

If No: ☐ **Not Present**
☐ **No mechanism to measure progress**
☐ **No permanent product**

"Yes"	Does MAG have the ability to be measured as a permanent product (i.e. there is a clear outcome)? Does MAG include a mechanism to measure progress?
"No"	MAG does not meet the above requirements.